Utah State Office of Education

First Grade Alignment of USOE English Language Arts Core to Common Core

There are two comparisons in this document. One compares the Common Core to the Utah Core, and the other compares the Utah Core to the Common Core. This provides a search function for each way of comparing.

Abbreviations Used

UC   **Utah Core**
   Std   **Standard**
   Obj   **Objective**
   Ind   **Indicator**

   Example
   562a = 5th Grade, Standard 6, Objective 2, Indicator a = Use multiple resources to determine the meanings of unknown words (e.g., dictionaries, glossaries, beginning thesauruses).

CC   **Common Core**
   RL   **Reading Standards for Literature**
   RI   **Reading Standards for Informational Text**
   RF   **Reading Standards: Foundational Skills**
   W   **Writing Standards**
   SL   **Speaking and Listening**
   L   **Language Standards**

   RH   **Reading Standards for Literacy in History/Social Studies 6-12**
   RST   **Reading Standards for Literacy in Science and Technical Subjects 6-12**
   WHST **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12**

   Example
   3W3c = Third Grade, Writing Strand, Standard 3, c = Use temporal words and phrases to signal event order.

Introduction to the First Grade English Language Arts Common Core Alignment Document

While the Utah English Language Arts Core (UELA) was developed for K-6, the Common Core State Standards (CCSS) were developed for K-12.   In the Common Core, Kindergarten and 1st grade are banded together. There are many similarities between the Utah Core and the Common Core; however, the Common Core requires more depth in reading informational text and producing various forms of writing. It also includes the use of digital media in the classroom. The implementation of the CCSS will not require a complete overhaul of instructional practices or materials. As teachers implement the Common Core, it is our belief that instructional time given to content areas (Science, Social Studies, Health Education, etc.) will actually increase.

The organization of the Common Core document is different from the Utah Core. A basic comparison of the components follows:

Common Core: 5 Standards	Utah Core: 8 Standards
Reading Literature	Comprehension
Reading Informational Text	Comprehension
Foundational Skills	Phonological and Phonemic Awareness, Phonics, Fluency (Concepts of Print—Kindergarten CCSS)
Speaking and Listening	Oral Language
Writing	Writing
Language	Vocabulary

Reading
The Common Core separates literature and informational text into two different standards. There is a strong emphasis in both areas. It will be important to increase the use of informational text within our classrooms.
Similarities between the Utah Core and the Common Core:
- Comprehension is a main focus. Although some strategies are not specifically listed, they are still inferred.
- Questioning, identifying main idea & details, and retelling are included.
- Describing characters, settings, and major events

Differences
- There is an increase in the expectation of using informational text to increase student's knowledge.
- The CCSS requires using stories and poetry to learn about the craft and structure of language.
- The range and complexity of text being used in 1st grade increases in difficulty. A lot of this will be addressed through read-aloud books. Refer to CCSS Appendix B for examples.

Foundational Skills
Similarities:
- There are many similarities in this section, though the wording of the Common core is less specific.
Differences:
- More in depth study of syllables and long and short vowel sounds.

Writing

There are three strands- opinion, informative/explanatory, and narrative.

Similarities:

- Produce narrative stories

Differences:

- Using digital tools to produce writing
- Writing based on knowledge-not simply handwriting (Penmanship is under language in the CC)
- Writing standards are divided into text type, production/distribution, and research to build and present knowledge.
- Writing is purposeful and is a response to learning.
- Writing is closely tied to text and learning in the classroom.

Speaking and Listening

Similarities:

- Producing complete sentences

Differences:

- Tied to learning in the classroom
- Using language to convey and build information
- Collaborative conversations around topics and text
- Learning rules for discussions to share ideas appropriately
- The use of oral presentation strategies to convey information and ideas

Language

This term refers to the conventions of Standard English grammar and usage when writing and speaking.

Similarities:

- Capitalization, punctuation and spelling
- Using context clues to acquire vocabulary
- Clarifying meaning of words

Differences:

- Produce simple types of sentences into more complex sentences (imperative, exclamatory, interrogative, declarative)
- Using commas correctly in dates
- Understanding nuances of words

Utah Core		Common Core					
		Location(s) in Common Core	Complete Match	Strong Partial Match	Weak Partial Match	No Match	Notes
Std 1	**Oral Language**						
Obj 1	Develop Language through listening and speaking.	**1SL1**					
	a. Identify specific purpose(s) for listening (e.g., to gain information, to be entertained).	KSL1a	X				Located in K Common Core
	b. Listen and demonstrate understanding by responding appropriately (e.g., follow multiple-step directions, restate, clarify, question).	KSL2	X				Located in K Common Core
	c. Speak clearly and audibly with expression in communicating ideas.	KSL6	X				Located in K Common Core
	d. Speak in complete sentences.	1SL6		X			
Obj 2	Develop language through viewing media and presenting.	1SL2		X			
	a. Identify specific purpose(s) for viewing media (i.e., identify main idea and details, gain information, distinguish between fiction/nonfiction).	1SL2			X		Distinguishing between fiction/nonfiction is missing in Common Core.
	b. Use a variety of formats (e.g., show and tell, drama, sharing of books, personal writings, choral readings, informational reports, retelling experiences and stories in sequence) in presenting with various forms of media.					X	
Std 2	**Concepts of Print**						
Obj 1	Demonstrate an understanding that print carries "the" message.					X	
	a. Recognize that print carries different messages.					X	
	b. Identify messages in common environmental print (e.g., signs, boxes, wrappers).					X	
Obj 2	Demonstrate knowledge of elements of print within a text.					X	
	a. Discriminate between letters, words, and sentences in text.					X	
	b. Match oral words to printed words while reading.					X	
	c. Identify punctuation in text (i.e., periods, question marks, exclamation points).					X	

Std 3	Standard 3 Phonological and Phonemic Awareness						
Obj 1	Demonstrate phonological awareness.	1RF2		X			This needs to be elaborated on what "phonological awareness" means.
	a. Count the number of syllables in words.	KRF2b		X			This in is the K CC, but for oral words only
	b. Count the number of syllables in a first name.	KRF2b			X		This is in the K CC, but not specifically for names
Obj 2	Recognize like and unlike word parts (oddity tasks).	1RF2			X		CC is not specific in recognizing like and unlike word parts. It is a weak match in the wording of objectives, but the tasks for this objective would be the same.
	a. Identify words with same beginning consonant sounds (e.g., <u>m</u>an, <u>s</u>at, <u>s</u>ick) and ending consonant sounds (e.g., ma<u>n</u>, sa<u>t</u>, te<u>n</u>) in a series of words.	1RF2c			X		CC is asking for students to use more higher order thinking to isolate and pronounce rather than just identify in the UC.
	b. Identify words with the same medial sounds in a series of words (e.g., long vowel sound: t<u>a</u>ke, l<u>a</u>te, feet; short vowel sound: top, c<u>a</u>t, p<u>a</u>n; middle consonant sound: ki<u>tt</u>en, mi<u>ss</u>ing, le<u>ss</u>on).	1RF2c			X		CC is asking for students to use more higher order thinking to isolate and pronounce rather than just identify in the UC
Obj 3	Orally blend word parts (blending).	1RF2 and KRF2		X			UC is broken down more specifically than CC
	a. Blend syllables to make words (e.g., /ta/…/ble/, table).	KRF2b	X				Found in K CC
	b. Blend onset and rime to make words (e.g., /p/…/an/, pan).	KRF2c	X				Found in K CC
	c. Blend individual phonemes to make words (e.g., /s/…/a/… /t/, sat).	1RF2b		X			CC includes consonant blends which is not in the UC
Obj 4	Orally segment words into word parts (segmenting).	1RF2			X		UC is more specific in the main objective here
	a. Segment words into syllables (e.g., table, /ta/…/ble/).	**KRF2b**			X		This is in the K CC specifically for spoken words
	b. Segment words into onset and rime (e.g., pan, /p/…/an/).	**KRF2c**	X				CC refers to single syllable spoken words
	c. Segment words into individual phonemes (e.g., sat, /s/…/a/…/t/).	1RF2d	X				CC adds the wording complete sequence
Obj 5	Orally manipulate phonemes in words and syllables (manipulation)	1RF2			X		K CC emphasis is on this, but less specific…(a teacher or a teacher changing grades would not know how to accomplish this objective by reading the new CC)
	a. Substitute initial and final sounds (e.g., replace first sound in mat to /s/, say <u>sat</u>; replace last sound in mat with /p/, say <u>map</u>).	**KRF3e**		X			K CC says adding and substituting sounds, but doesn't specify initial and final sounds
	b. Substitute vowel in words (e.g., replace middle sound in map to /o/, say <u>mop</u>).	**KRF2e**		X			**K CC says adding and substituting sounds, but doesn't specify vowel sounds**

Std	Obj	Description	Reference					Notes
		c. Delete syllable in words (e.g., say baker without the /ba/, say ker).					X	**The word "deleting" is not in K or 1 CC**
		d. Delete initial and final sounds in words (e.g., say sun without the /s/, say un; say hit without the /t/, say hi).					X	**"Deleting" is not in K or 1CC**
		e. Delete initial phoneme and final phoneme in blends (e.g., say step without the /s/, say tep; say best without the /t/, say bes).					X	**"Deleting" is not in K or 1CC**
Std 4		**Standard 4 Phonics and Spelling**						
	Obj 1	Demonstrate an understanding of the relationship between letters and sounds.						
		a. Write letters to represent spoken sounds of all letters of the alphabet in random order.	KRF3a and 1LIa		x			The letter-to-sound correspondence begins in K and the expectation of writing all letters extends into 1st
		b. Identify and pronounce sounds for consonants, consonant blends (e.g., br, st, fl) and consonant digraphs (e.g., ch, sh, wh, th) accurately in words.	KRF3a and 1RF3a and 1RF2b		X			
		c. Identify and pronounce sounds for short and long vowels, using patterns (e.g., vc, vcv, cvc, cvvc, cvcv, cvc-silent e), and vowel digraphs (e.g., ea, ee, ie, oa, ai, ay, oo, ow) accurately in words.	KRF3b,c and 1RF2c and 1RF3b,c		x			Long vowels are introduced in K with the most common spellings
		d. Identify and pronounce sounds for r-controlled vowels accurately in one-syllable words (e.g., ar, or, er).					x	
		e. Identify and blend initial letter sounds with common vowel patterns to pronounce one-syllable words (e.g., /g/…/oa/… /t/, goat).	1RF2b and 1RF3b		x			
	Obj 2	Use knowledge of structural analysis to decode words.						
		a. Identify and read grade level contractions and compound words.					x	
		b. Identify sound patterns and apply knowledge to decode one-syllable words (e.g., blends, digraphs, vowel patterns, r-controlled vowels).	1RF3b	x				
		c. Demonstrate an understanding of representing same sound with different patterns by decoding these patterns accurately in one-syllable words (e.g., ee, ie, ea, e).	1RF3c	x				
		d. Use knowledge of root words and suffixes to decode words (i.e., -ful, -ly, -er).	1RF3f			x		Does not go into detail about root words. It is implied through inflectional endings
		e. Use letter patterns to decode words (e.g., phonograms/word families/onset and rime: -ack, -ail, -ake).					x	
	Obj 3	Spell words correctly.						
		a. Write sounds heard in words in the correct order.	1L2d, e	x				

	b. Hear and write beginning, middle, and ending consonant sounds to spell one-syllable words.	1L2d, e			X		Does not specify beginning, medial and ending consonant sounds
	c. Spell short vowel words with consonant blends and digraphs (e.g., bl, st, nt, sh, wh, th).	1L2d, e			x		Not specifically addressed
	d. Spell an increasing number of grade level high-frequency and irregular words correctly (e.g., bear, gone, could).	1L2d	X				Does not specify high-frequency words only irregular words
	e. Learn the spellings of irregular and difficult words (e.g., river, house, animal).	1L2d	x				
Obj 4	Use spelling strategies to achieve accuracy (e.g., prediction, visualization, association).						
	a. Use knowledge about spelling to predict the spelling of new words.	1L2e	x				
	b. Associate the spelling of new words with that of known words and word patterns.	1L2e	x				
	c. Use spelling generalities to assist spelling of new words (e.g., one vowel between two consonants, silent "e" on the end of a word, two vowels together).	1L2d	x				
Std 5	**Standard 5 Fluency**						
Obj 1	Read aloud grade level text with appropriate speed and accuracy.						
	a. Read aloud grade level text at a rate of approximately 60 wpm.	1RF4b			X		Does not specify words per minute
	b. Read aloud grade level text with an accuracy rate of 95-100%.	1RF4b			X		Does not specify percent of accuracy
Obj 2	Read aloud grade level text effortlessly with clarity.						
	a. Read aloud grade level text in three- to four-word phrases using intonation, expression, and punctuation cues.	1RF4b			X		Does not specify phrasing or punctuation
	b. Read aloud with automaticity 100 first grade high-frequency/sight words.	1RF3g		X			Does not indicate number of words
Std 6	**Standard 6 Vocabulary**						
Obj 1	Learn new words through listening and reading widely.						
	a. Use new vocabulary learned by listening, reading, and discussing a variety of genres.	1V6			X		Common Core refers to responding to text including conjunctions.
	b. Learn the meaning of a variety of grade level words (e.g., words from literature, social studies, science, math).					X	
	c. Use resources to learn new words by relating them to known words (e.g., books, charts, word walls, simple dictionaries).					X	
Obj 2	Use multiple resources to learn new words by relating them to known words and/or concepts.	1V5b			X		Common Core defines words by category/key attributes only.
	See Obj 1 indicators.						

Obj 3	Use structural analysis and context clues to determine meanings of words.	1V4a 1V4b			X X		In Common Core affixes are the only structural analysis mentioned.
	a. Identify meanings of words using the root word and known endings (e.g., car, cars; jump, jumped, jumping).	1V4c	X				
	b. Use context to determine meanings of unknown key words (e.g., The <u>gigantic</u> dog couldn't fit in his new doghouse.).	14Va	X				
Std 7	**Standard 7 Comprehension**						
Obj 1	Identify purposes of text.	1RL5			X		CC asks students to explain types of text but doesn't specifically ask to identify the purpose until 2nd grade
	a. Discuss purpose for reading.	KRL10 and KRI10			X		K CC doesn't list that students should be discussing the purpose for reading.
	b. Discuss author's purpose.	KRL6 and KRI6		X			K CC includes the purpose of the illustrator as well
Obj 2	Apply strategies to comprehend text.	1RL1-9 and 1RI11-9		X			CC has many strategies. UC doesn't specify which hones, so we said this isn't an exact match.
	a. Relate prior knowledge to make connections to text (e.g., text to text, text to self, text to world).					X	Not mentioned in CC. Some inexperienced teachers wouldn't know to teach this or predicting without having it in the core
	b. Ask questions about text read aloud and independently.	1RL1 and 1RI1	X				This is also in the K CC, but with prompting and support included
	c. Make predictions using picture clues, title, text, and/or prior knowledge.					X	Not mentioned in CC. Some inexperienced teachers wouldn't know to teach this or the making connections strategy without having it in the core
	d. Make inferences and draw conclusions from text.	2RL6			X		This is still a weak link in 2 CC. There is some very weak links in K and 1 but the best match is in 2nd grade.
	e. Identify topic/main idea from text; note details.	1RL 1&2 and 1RI 1&2	X				This is covered well
	f. Retell using important ideas/events; summarize supporting details in sequence.	1RL2 and 1RI2 and 1RI8		X			The wording in CC is not clear enough
	g. Compile information from text.	1RL1-9 and 1RI1-9		X			CC skills to gather information seem to be the same but the wording is missing which would suggest gathering information other than orally.
Obj 3	Recognize and use features of narrative and informational text.	1RL1-7 and 1RI1-8	X				

		a. Identify beginning, middle, and end; characters; setting; problem/resolution.	1RL7 and 2RL7		X			The wording is very different, CC doesn't ask for sequential beginning, middle, end – just events until 2nd grade
		b. Identify different genres: nursery rhymes, fairy tales, poems, realistic fiction, fantasy, fables.	KRL5 &10	X				This is also covered in 1RL5&10 and 2RL2 & 10 but the strongest match for genres begins in K
		c. Identify information from pictures, captions, and diagrams.	1RL7 and 1RI5&7	X				This is also in K and 2 CC
		d. Identify multiple facts in grade level informational text.	1RI5 – 7	X				
		e. Locate facts from informational texts (e.g., picture books, grade level informational books).	1RL5-7	X				
Std 8	**Standard 8 Writing**							
	Obj 1	Prepare to write by gathering and organizing information and ideas (pre-writing).	1W2, 1W8			X		These objectives are implied within the new CC. The CC is more borad in nature. Embedded within the new CC objectives one can find the specifics found with the UC Std 8 Obj 1
		a. Generate ideas for writing by reading, discussing literature and informational text, drawing, looking at books, being read to, and reflecting on personal experiences.	1W8			x		
		b. Select topics from generated ideas.	1W2			x		
		c. Identify audience for writing.	1W4			x		
	Obj 2	Compose a written draft.	1W5				X	Composing a written draft is not specifically spelled out within the new CC. It is implied within the processes required to generate a piece of work.
		a. Draft ideas on paper in an organized manner (e.g., beginning, middle, end) utilizing words and sentences.	1W3				X	Sequencing of events are addressed within the new CC but written drafts are only inferred.
		b. Select appropriate words to convey meaning.	1L6				X	Only implies this indicator
	Obj 3	Revise by elaborating and clarifying a written draft.	1W5		X			
		a. Revise draft to add details.	1W5		X			
		b. Revise draft using descriptive words.	1W5			X		Does not state "using descriptive words" within the new CC. It is only implied within 1W5
		c. Write in complete sentences.					X	It discusses the need to identify features of a sentence in 1RF1a but is not addressed within the writing portion of the new CC
	Obj 4	Edit written draft for conventions.	1W5			X		Address only the need to "add details to strengthen writing as needed," not specific aspect of the editing process.

	a. Edit writing for capitals in names, first word of a sentence, the pronoun "I", and correct ending punctuation (i.e., periods, question marks).	1L2a,b, and 1L1d	X				Writing section does not address this specific indicator, however, the language strands found within the new CC does address these specific items
	b. Edit for spelling of grade level-appropriate words (e.g., would, down, made, write).	1L2d		X			The writing section does not address this specific indicator, however, the Language strands found within the new CC does address these specific items.
	c. Edit for standard grammar (i.e., complete sentences).	1L1a-j	X				The new CC breaks up the components of "standard grammar" into many specific indicators. It also states in 1S16 that students will "produce complete sentences when appropriate to task and situation."
	d. Edit for appropriate formatting features (i.e., spacing, margins, titles).					X	It discusses the need to identify features of a sentence in 1RF1a, however, formatting features are not addressed within the writing portion of the new CC
Obj 5	Use fluent and legible handwriting to communicate.	1L1a		x			Does not address "communication" within the new CC. It only addresses upper and lower case letters.
	a. Print all upper- and lower-case letters of the alphabet and numerals 0-9 using proper form, proportions, and spacing.	1L1a			X		The new CC does not address numerals 0-9
	b. Write with increasing fluency in forming manuscript letters and numerals.	1L1a			X		CC does not address numerals 0-9
	c. Produce legible documents with manuscript handwriting.	1L1a			X		CC does not address numerals 0-9
Obj 6	Write in different forms and genres.	1W1, 1W2, 1W3	X				
	a. Produce personal writing (e.g., journals, lists, friendly notes and letters, personal experiences, family stories, literature responses).	1W3	X				CC has more specifics
	b. Produce traditional and imaginative stories, narrative and formula poetry as a shared writing activity.					x	
	c. Produce functional text (e.g., ABC books, lists, labels, signs, how-to books, observations).	1W7			X		CC only addresses gathering info from "how-to" books to produce a research and writing project
	d. Share writing with others using illustrations to add meaning to published works.					x	
	e. Publish group and individual products.					x	It is implied that they are producing and publishing writing in 1Q1, 1W2, 1W3

Common Core		Utah Core					
		Location(s) in Utah Core	Complete Match	Strong Partial Match	Weak Partial Match	No Match	Notes
Reading Standards: Literature K-5							
Key Ideas and Details							
RL1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from text.						
1RL1	Ask and answer questions about key details in a text.	172b			X		UC doesn't have students specifically ask about key details
RL2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.						
1RL2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	172f			X		UC doesn't have central lesson component, just details and important events
RL3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.						
1RL3	Describe characters, settings, and major events in a story, using key details.	173a & 172f		X			
Craft and Structure							
RL4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.						
1RL4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.					x	
RL5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions or the text (e.g., a section, chapter, scene, or stanza) relate to each other and to the whole.						
1RL5	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	173b			x		UC asks to identify but not explain differences
RL6	Assess how point of view or purpose shapes the content and style of text.						
1RL6	Identify who is telling the story at various points in a text.					x	

Integration of Knowledge and Ideas							
RL7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.						
1RL7	Use illustrations and details in a story to describe its characters, setting, or events.	173a			X		UC has students identify these, but not go into depth about describing them in detail
RL8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.						
1RL8	(Not applicable to literature)						
RL9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.						
1RL9	Compare and contrast the adventures and experiences of characters in stories.	172a and 173a			X		UC has weaker wording like relate and identify rather than compare/contrast
Range of Reading and Level of Text Complexity							
RL10	Read and comprehend complex literary and informational texts independently and proficiently.						
1RL10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.	173b			X		This is a very weak match because UC just wants students to identify the genre of poetry

Common Core		Utah Core					
		Location(s) in Utah Core	Complete Match	Strong Partial Match	Weak Partial Match	No Match	Notes
Reading Standards: Informational Text K-5							
Key Ideas and Details							
RI1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from text.						
1RI1	Ask and answer questions about key details in a text.	172b			X		The "key detail" part is missing as well as answering the questions
RI2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.						
1RI2	Identify the main topic and retell key details of a text.	172e & f	x				
RI3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.						
1RI3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.	172d and 173d and 172a			X		UC is not specific about connecting 2 things except in 172a which includes text to text, text to self, etc
Craft and Structure							
RI4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.						
1RI4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	172b			X		UC doesn't say answer questions or anything about clarifying meaning/words
RI5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions or the text (e.g., a section, chapter, scene, or stanza) relate to each other and to the whole.						
1RI5	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	173c, d, & e			X		UC just asks for student to locate and identify, it doesn't specify what to use to find the facts.
RI6	Assess how point of view or purpose shapes the content and style of text.						
1RI6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	173c			X		UC Is not asking for students to distinguish between the information found in pictures, etc.

Integration of Knowledge and Ideas							
RI7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.						
1RI7	Use the illustrations and details in a text to describe its key ideas.	172c & e and 173c		X			CC asks for key ideas rather than general information in the UC
RI8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.						
1RI8	Identify the reasons an author gives to support points in a text.	171b			X		UC has no reference to author's supporting details in a text. Author's purpose is a stretch, but the only similar item
RI9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.						
1RI9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	172a		X			UC uses text to text which could be used to compare. UC suggests focusing on prior knowledge in using text to text
Range of Reading and Level of Text Complexity							
RI10	Read and comprehend complex literary and informational texts independently and proficiently.						
1RI10	With prompting and support, read informational texts appropriately complex for grade 1.	173a, d, e			X		CC asks students to read with support. UC asks students to identify and locate within the text

Common Core to Utah English Language Arts Core Alignment							FIRST GRADE
Common Core		**Utah Core**					
		Location(s) in Utah Core	Complete Match	Strong Partial Match	Weak Partial Match	No Match	Notes
Reading Standards: Foundational Skills							
KRF1	**Print Concepts -** Demonstrate understanding of the organization and basic features of print.						
1RF1a	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	184a		X			Found under writing in 1sdt grade not under concepts of print
KRF2	**Phonological Awareness -** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).						
1RF2a	Distinguish long from short vowel sounds in spoken single-syllable words.					x	Long and short vowels are only mentioned in the phonics and spelling 141c
1RF2b	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	**133c**	**X**				**UC does not specify blends**
1RF2c	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	**134c**	x				
1RF2d	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	**134c**	x				
KRF3	**Phonics and Word Recognition -** Know and apply grade-level phonics and word analysis skills in decoding words.						
1RF3a	Know the spelling-sound correspondences for common consonant digraphs.	141b and 143c	x				
1RF3b	Decode regularly spelled one-syllable words.	141c		X			UC is more specific as to the patterns and digraphs in each grade
1RF3c	Know final -e and common vowel team conventions for representing long vowel sounds.	141c	X				UC is more specific in syllable patterns and vowel patterns
1RF3d	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.					x	The closest is 242e (2nd grade)
1RF3e	Decode two-syllable words following basic patterns by breaking the words into syllables.					x	The closest is 242e (2nd grade)
1RF3f	Read words with inflectional endings.	142d	x				
1RF3g	Recognize and read grade-appropriate irregularly spelled words.	152b		X			UC specifies 100 words

KRF4	Fluency – Read with sufficient accuracy and fluency to support comprehension.							
1RF4a	Read on-level text with purpose and understanding.					X	"Purpose and understanding" is not addressed within the fluency section of the UC	
1RF4b	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	151a, b and 152a, b	x				UC more specific	
1RF4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.					x		

Common Core	Utah Core					
	Location(s) in Utah Core	Complete Match	Strong Partial Match	Weak Partial Match	No Match	Notes
Writing Standards						
Text Types and Purposes						
W1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.					
1W1	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	186a			X		Does not specify "opinion piece" in the UC
W2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.					
1W2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	186c			X		CC is more specific on how to produce an informative/explanatory text than UC
W3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.					
1W3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	186b		X			CC more specific
Production and Distribution of Writing						
W4	Produce clear and coherent writing I which the development, organization, and style are appropriate to task, purpose, and audience.					
1W4	(Begins in grade 3)						
W5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.					
1W5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	**181a**			x		
W6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.					
1W6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.					x	**There are no indicators in the UC that address digital tools**

	Research to Build and Present Knowledge						
W7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.						
1W7	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).	186c			x		
W8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.						
1W8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.					x	UC does not address writing to "answer questions" specifically. It can be implied in 181a
W9	Draw evidence from literary or informational texts to support analysis, reflection, and research.						
1W9	(Begins in grade 4)						
	Range of Writing						
W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.						
1W10	(Begins in grade 3)						

Common Core		Utah Core					
		Location(s) in Utah Core	Complete Match	Strong Partial Match	Weak Partial Match	No Match	Notes
Speaking and Listening Standards							
Comprehension and Collaboration							
SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.						
1SL1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.					X	
1SL1a	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).					X	
1SL1b	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.	111b		X			
1SL1c	Ask questions to clear up any confusion about the topics and texts under discussion.	111b			X		Utah Core requires many types of responses. Common Core requires only asking questions.
SL2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.						
1SL2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.					X	Utah Core refers to media only. Common Core asks/answers questions about details in text or media.
SL3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.						
1SL3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	111b		X			

	Presentation of Knowledge and Ideas						
SL4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.						
1SL4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	111c			x		Mentions communicating ideas. Not as specific
SL5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.						
1SL5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	**112b**			x		
SL6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.						
1SL6	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.)	**111d**	x				

Common Core	Utah Core					
	Location(s) in Utah Core	Complete Match	Strong Partial Match	Weak Partial Match	No Match	Notes
Language Standards						
Conventions of Standard English						
L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.						
1L1a Print all upper- and lowercase letters.	115a	X				UC also mentions numerals, proper form, proportions, and spacing
1L1b Use common, proper, and possessive nouns.	111d			x		Implied by stating "speak in complete sentences"
1L1c Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops*; *We hop*).	211d OL 284c writing			x		
1L1d Use personal, possessive, and indefinite pronouns (e.g., *I, me, my; they, them, their, anyone, everything*).	111d, 182b			X		Implied by stating "speak in complete sentences"
1L1e Use verbs to convey a sense of past, present, and future (e.g., *Yesterday I walked home; Today I walk home; Tomorrow I will walk home*).	182b, 111d			X		Implied by "selecting appropriate words to convey meaning"
1L1f Use frequently occurring adjectives.	182b, 111d			x		Implied by "selecting appropriate words to convey meaning"
1L1g Use frequently occurring conjunctions (e.g., *and, but, or, so, because*).	182b, 111d			x		Implied by "selecting appropriate words to convey meaning"
1L1h Use determiners (e.g., articles, demonstratives).	182b, 111d			x		Implied by "selecting appropriate words to convey meaning"
1L1i Use frequently occurring prepositions (e.g., *during, beyond, toward*).	182b, 111d			x		Implied by "selecting appropriate words to convey meaning"
1L1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.					x	
L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.						
1L2a Capitalize dates and names of people.	184a		X			Lacking dates in UC
1L2b Use end punctuation for sentences.	184a		x			
1L2c Use commas in dates and to separate single words in a series.				x		
1L2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	143d,e		X			
1L2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	144a, c		x			

	Knowledge of Language						
L3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.						
	(Begins in grade 2)						
	Vocabulary Acquisition and Use						
L4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.						
1L4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.	162bc		X			
1L4a	Use sentence-level context as a clue to the meaning of a word or phrase.	163b	X				
1L4b	Use frequently occurring affixes as a clue to the meaning of a word.	163a			X		Utah Core requires structural analysis and context clues. Common Core requires only Affixes.
1L4c	Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*).	163b	X				
L5	Demonstrate understanding of word relationships and nuances in word meanings.						
1L5	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	162c			X		Utah Core: using resources such as books, charts word walls etc. & does NOT discuss word nuances
1L5a	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	162			X		Utah Core has no sorting words into categories
1L5b	Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes).					X	Utah Core does not contain defining words by categories & attributes.
1L5c	Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).					X	
1L5d	Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g., *large, gigantic*) by defining or choosing them or by acting out the meanings.					X	
L6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.						
1L6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *I named my hamster Nibblet because she nibbles too much because she likes that*).	161a	X				Utah Core does not contain conjunctions. The Common Core does not refer to using a variety of texts.